

Fall 8-15-2016

ENG 4765-001: Professional Editing

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Recommended Citation

Fredrick, Terri, "ENG 4765-001: Professional Editing" (2016). *Fall 2016*. 70.
http://thekeep.eiu.edu/english_syllabi_fall2016/70

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Professional Editing

Fall 2016 | (3 credits)

Course Description

Editing refers to the range of tasks you may be asked to complete in your professional career (even if you work primarily as a writer rather than editor). Copyediting involves line-by-line editing for consistency, spelling, grammar, punctuation, and (sometimes) style. Comprehensive editing, on the other hand, involves editing for global issues such as content, organization, style, and design. We will practice both types of editing as part of this course. In all cases, professional editors must be aware of a basic paradox affecting their work. On the one hand, editing is based not on intuition about language, but on specific expertise in the areas of grammar, punctuation, spelling, style, and organization. For this reason, we will use professional terminology; field-specific copyediting marks; and conventions of grammar, style, and organization in this course. On the other hand, the most effective editing addresses the rhetorical situation, even when those needs violate “rules.” Several times during the semester, you be asked to edit for specific purposes and audiences.

A second challenge is that editors work with texts they have not written. Initially, working with another writer’s text may be challenging for college students who are used to the individual model of writing typically associated with higher education. Editors must learn how to affect positive, and often significant, changes to a document, while respecting the writer’s continued “ownership” of that document.

By the end of the semester, you will be expected to meet the following objectives:

- Use professional language for discussing editing
- Copyedit effectively for grammar, punctuation, spelling, and consistency
- Edit documents globally for organization, content, style, and design
- Adapt editing to specific rhetorical situations
- Implement effective strategies for working with writers and clients
- Successfully balance multiple projects and deadlines

A note to graduate students: As graduate students in a cross-listed course, you are expected to meet a higher standard of both theory and practice. Your requirements will differ from those of the undergrads in two ways: (1) you will write a scholarly research paper at the end of the semester and (2) you may be asked to complete more complex comprehensive editing.

Required Course Materials

- Rude, Carolyn. *Technical Editing*, 5th edition (provided by TRS)
 - Chicago Manual of Style, 15th edition (provided by TRS)
 - Individual articles as assigned (available as PDFs on D2L)
 - A quality dictionary (note: for exams, you will not have internet access)
 - A handbook of grammar and usage--the more comprehensive, the better
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Course Requirements

Homework/Quizzes: Throughout the semester, you will complete textbook exercises, which we will then go over in class. They will not be graded, but will receive points for completeness. We will also have unannounced quizzes over the assigned reading.

Copyediting/style editing assignments: You will do line-by-line editing of four documents. These assignments will apply the skills from our readings and exercises and will receive individual grades. Evaluation criteria: correct use of markup symbols; ability to identify and correct errors in grammar, punctuation, and spelling; ability to edit for consistency and style; legibility and clarity of editing

Midterm/final exams.

Comprehensive editing assignments: You will comprehensively edit two documents for content, organization, style, and design. Evaluation criteria: ability to identify and edit for comprehensive issues, ability to work effectively with writers, professionalism, clarity and correctness in writing.

Client project: You will comprehensively edit a major document or a series of smaller documents on behalf of a client. Midway through the semester, you will submit a proposal outlining the project you plan to complete. Evaluation criteria: ability to work with clients and colleagues, comprehensive editing, copyediting, adaptation to audience and purpose, proposal writing

Research paper [grad students only]: Drawing on scholarly sources, you will write a 5–8 page paper on a topic in the field of editing or publishing. Evaluation criteria: ability to identify and synthesize sources, coherence of argument, command of scholarly writing, effective self-editing

Assessment

Assignments will be graded holistically in areas such as content, organization, expression/delivery, correctness, and layout/visual impact as adapted to the audience, purpose, and context for which you are communicating. Each assignment will include specific assessment criteria.

Students have the option to ask questions related to editing assignments prior to the submission deadline. While I will not go through the text and point out errors you have missed or edited incorrectly, I will answer specific questions you have about the text or your corrections. To do so, students should bring the assignment in during office hours.

The grade breakdown for assignments is below. Note: I reserve the right to make additions and alterations to this assessment breakdown should the need arise. Students will be informed in class and in writing prior to any changes being made.

Assignment	% grade	
	undergrads	grads
Homework/Quizzes	10	5
Assignment Ch 4	4	4
Assignment Ch 9	6	6

Assignment Ch 11	9	9
Copyediting exam	9	6
Open heart surgery letter	6	6
Assignment Ch 16	10	10
Assignment Ch 18	15	15
Final exam	11	9
Client project	20	20
Research paper	10	10

The grading scale for this course is as follows:

90-100	A
80-89.9	B
70-79.9	C
60-69.9	D
59.9 and below	F

In some cases, a student may receive a "redo" on an individual assignment if that assignment does not meet the minimum requirements for that assignment. The student must then complete the assignment by the assigned deadline to receive a number grade on the assignment.

At the end of the semester, if a student's grade is within 0.9% of the next highest letter grade, I will use the following to determine whether the grade will be rounded up:

- Student missed no more than three class periods. Student had no more than one instance of significant tardiness or early departure.
- Student met all homework and assignment deadlines. All assignments were complete at the time of submission.
- Student took advantage of optional opportunities to revise or submit drafts for feedback.
- Student received positive feedback from client and/or peers regarding the *process* of collaboration (e.g., meeting deadlines, communicating frequently, participating in meetings, helping to minimize conflict)

Attendance

According to the *Secretary's Commission on Achieving Necessary Skills* published by the Department of Labor, the number one reason employers cite for firing employees in their first post-collegiate jobs is absence and tardiness. Your classes, therefore, offer you an excellent opportunity to practice the professional skill of prompt attendance.

- You may use up to three days of vacation and sick time as needed. Each additional absence will reduce your semester grade by 2%.

- If you must miss a class, you are still responsible for completing homework activities, meeting assignment deadlines, and completing in-class writing assignments. Submit assignments via D2L email or dropbox, as appropriate.
- Missing a class that has been designated a “team meeting” will result in the penalty established by the team in its contract for missed meetings.
- Assignment sheets and most handouts will be available on D2L. Consult with a classmate for notes you may have missed. If there is material from the handouts or notes that you do not understand, please come to my office hours to ask questions. (Pro tip: “Can you tell me what I missed in class?” is not a good question.)

Deadlines

Due dates for homework and assignments are available in the course modules on D2L.

- Homework (work described as **Read, Complete, or Bring**) must be submitted by the beginning of class time on the date listed. Late work will not be accepted.
- **Projects** must be submitted by 11:59 pm on the date listed. Late projects will be docked 5% or 2 points, whichever is greater, each day until they are turned in.

Expected Conduct

This class focuses on communicating in professional settings. As in a workplace setting, certain types of conduct are expected. In addition to the policies pertaining to attendance and deadlines, pay attention to the following course policies:

- Class correspondence (e.g., emails, discussion posts, text messages) should be written professionally according to the expectations of the business world. Expect to receive feedback from me on the style, content, and organization of your emails, texts, etc.
- In this course, you will need to use advanced features of common software such as Microsoft Word, and you may be asked to use programs that are new to you. I will give you advice and out-of-class assistance at your request, but I expect you to be willing to develop the software skills you need to complete projects effectively.
- Keep copies of all work you produce for this class. Do not store assignments only on a single flash drive. If I have given you a hand-written evaluation on an assignment or activity, save that evaluation until you have received your final grade in the course.
- Class time is for doing work related to the course. Limit your use of email, the internet, cell phones, etc. to course-related work during class time.
- All major assignments listed on this course policy sheet must be completed in order to pass the course.
- Scholarly integrity and ethics--students are expected to maintain principles of academic integrity and conduct as defined in [EIU's Code of Conduct](#). Violations will be reported to the Office of Student Standards. If you are in doubt of the appropriate way to identify your source, check with me before turning in the assignment. If you have any questions regarding appropriate handling of sources, collaboration, or past work, talk with me before turning in an assignment.

If circumstances arise that may impact your ability to maintain our course policies, address the situation as you would in the workplace—professionally, courteously, and in advance.

Contact Information

You may reach me in one of the following ways:

1. Come to my **office hours in Coleman 3070**: Tuesdays 1pm–3pm or Thursdays 1 pm–3pm and 5pm–6:45pm. A face-to-face meeting is best for addressing complex questions or concerns; you should also schedule a face-to-face meeting if you would like me to review a draft before submission.
2. **Email** me through D2L at tafredrick. If you need to send me a large attachment or a link in Google Drive, send it to tfredrickwork@gmail.com. I try to respond to emails within 24 hours Mondays through Fridays. If it has been more than 24 weekday hours since you emailed me, feel free to contact me again.
3. If you have a question or concern that is time sensitive, you may **call or text** me at (217) 714–6028 during the following times: Monday–Thursday 8:45 am–9 pm; Friday 8:45 am–3 pm; Sunday 5 pm–9 pm. If you text me, please identify yourself by name and course. (The course is especially important for those of you who have multiple courses with me this semester.)

Writing Intensive Course

Any individual written text-based assignment of 750 words or more may be submitted from this class to the Electronic Writing Portfolio (EWP). If you choose to submit an assignment from this class to the EWP, you must do so by Thursday, December 08.

Information for Students with Disabilities

Most accommodations may be easily met in this class. If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 206, or call (217) 581–6583 to make an appointment.

The Student Success Center / Writing Center

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call (217) 581–6696, or go to Ninth Street Hall, Room 1302.

Students who would like assistance with writing assignments from this or any other course may go to the Writing Center. The Writing Center works with students from all disciplines, majors, and academic backgrounds at any stage of the writing process. To make an appointment, call (217) 581–5929, or go to Coleman Hall, Room 3110.

ENGLISH 4765: PROFESSIONAL EDITING

DAILY SYLLABUS

TE = *Technical Editing*

DATE	DUE	IN-CLASS ACTIVITY
Aug 23	Read: TE Ch 1, 4 Complete: D2L introduction; Ch 4, exercise 1	Introduction to course Discuss types/goals of editors, basic markup; Ch 4, exercise 2
Aug 25	Read: TE Ch 2, 7	Discuss audiences; Ch 7, exercise 1–2
Aug 30	Read TE Ch 8–9 Complete: Ch 8, exercise 2 Project: Assignment 4.1 Bring Chicago Manual to class	Ch 8, exercise 3; Ch 9, exercises 1, 2, 6 Discuss style manuals and guides
Sep 01	Read: TE Ch 3; Rosenberg Bring Chicago Manual to class	Discuss writer/editor relationship
Sep 06	Project: Assignment 9.1 Read: TE Ch 14	Discuss comprehensive editing; writer/editor relationship
Sep 08	Read: TE Ch 17; Ch 6	Ch 17 exercises 5–6; additional organization exercises Discuss reorganization needed in Open Heart Surgery letter
Sep 13	Read: TE Ch 10 Complete: TE Ch 10, exercise 1 Bring: Draft of open heart surgery letter	Review drafts for tone, clarity, correctness Review parts of speech Ch 10, exercises 2–3, 5–8
Sep 15	Project: Open Heart Surgery letter Read: Kolln (Ch 1) Complete: Kolln, exercises 1–3	Review types of sentences; exercises Ch 10, exercise 4;
Sep 20	Read: TE Ch 15 Complete: Ch 15 exercises 1, 9	Practice editing for tone and style
Sep 22	Complete: editing for sentence core sentences	Practice editing for style
Sep 27	Read: TE Ch 16 Complete: Ch 16 exercise 4	Ch 16 exercises 1–3
Sep 29	Read TE Ch 5	Practice editing for style
Oct 04	Project: Assignment 16.1	Form teams for Assignment 18.1
Oct 06	Complete: revision plan for 18.1 Read: TE Ch 18	Discuss editing visual design
Oct 11	Read: TE Ch 11 excerpt (pp 152–160) Complete: Ch 11 exercises 1–2	Practice editing visual design Ch 11 exercises 1–4
Oct 13		Work on Assignment 18.1
Oct 18	Read: TE Ch 19 Complete: Ch 19 exercise 1	Discuss editing illustrations Suggest alternate/additional illustrations for 18.1
Oct 20	Read: TE Ch 11 excerpt (pp 160–169) Complete: Ch 11 exercises 7–8	Ch 11 exercises 5–10 Work on Assignment 18.1

Oct 25	Project: Assignment 18.1	Copyediting exercises Introduce client project; form teams
Oct 27	Read: TE Ch 12	Ch 12 exercises Editing tables Quantitative information (editing)
Nov 01	Project: Assignment 11.1 including table (bring electronic copy to class)	Set up styles editing in Assignment 11.1
Nov 03	Homework: TBA Project: Last day to submit Final project editing plan	Review for copyediting exam
Nov 08		Copyediting exam
Nov 10		Work on client project
Nov 15	Read: TE Ch 20, 22	Discuss editing for global context, ethical and legal issues in editing
Nov 17	<i>Optional: Last day to submit revisions of "Open Heart Surgery" letter and Assignment 16.1</i>	Work on client project
Thanksgiving Break		
Nov 29	<i>Optional: Last day to submit Assignment 11.2 and/or revisions of 11.1 typesetting/styles and table</i>	Work on client project/
Dec 01	Read: TE Ch 13 Complete Ch 13 exercise 5	Discuss proofreading Work on client project
Dec 06		Work on client project
Dec 08	Project: Client project (11:59 pm)	Review for final
Dec 12	Project: Research paper [grad only]	Final exam (10:15–12:15)